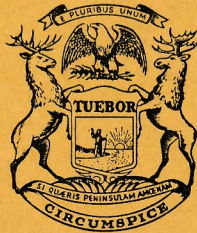


STATE OF MICHIGAN
DEPARTMENT OF PUBLIC INSTRUCTION

MANUAL FOR SCHOOL OFFICERS

BULLETIN No. 403



Published by
EUGENE B. ELLIOTT
Superintendent of Public Instruction
Lansing, Michigan
1937

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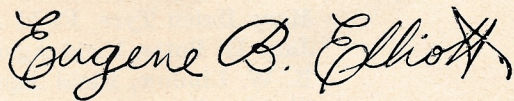
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FOREWORD

If you are one of the twenty-one thousand school board members of Michigan, this little book has been written for you. We, of the Department of Public Instruction, know there are many school problems that puzzle you. Some of these problems are about choosing good teachers; some deal with the educational program; some are about money; others are about law. If you find yourself in the position of the average school board member there are a good many things in school affairs to which you are earnestly seeking the right answers. Our staff members, who have gone through a long period of training and apprenticeship in their work, have dealt time and again with problems similar to yours. This book contains their accumulated experience and observation. I hope you find it interesting and helpful.

We propose to revise the *Manual for School Officers* from time to time as new laws are passed and as we know more about what such a book should contain. I shall welcome any suggestions for making it more useful to school board members.

In acknowledging the assistance of the members of my staff in preparing the *Manual for School Officers*, I want to add a note of grateful appreciation to those of you who have assisted, either by letter or by silent approval, in developing the bulletin from the preliminary outline.

A handwritten signature in cursive script, reading "Eugene B. Elliott". The signature is written in dark ink and is positioned above the printed name.

Superintendent of Public Instruction

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CHAPTER I

The School Board

Agent of the state. The constitution of Michigan has delegated authority to the legislature to continue a system of primary schools. The legislature has delegated many of the powers, duties, and responsibilities of providing educational privileges for the children of the school district to the board of education. Each board functions as an agency of the state. It is an official body that represents the state in the educational program of the school district.

Responsibility to the people. In addition to his duties to the state, the board member is responsible to the people. He is elected to the board by the qualified voters of the district. The people should be consulted and their will observed insofar as their will reflects the children's interests and the district's ability to provide proper educational opportunities. The state requires a minimum educational program for every child of the state. The extent to which a school district will provide an educational program superior to the legal minimum will depend, in large part, on the popular impulse.

Relationship among members of the board. Membership on a board of education implies a high level of unselfish public service. It implies a freedom from the personal animosities that so often interrupt the success of private affairs. The good board member will always cooperate with his co-workers and place the interests and needs of the children above all else. Every year new members are elected to the board. Old members may be of valuable assistance to the new members in instructing them how to qualify and file acceptance of office, and in acquainting them with their duties on the board.

Functioning as a unit. The president or moderator, secretary or director, and treasurer have certain specific duties to perform as delegated to them by law, but all other actions of the board must be authorized by a majority vote of the board at a legally called board meeting. No individual member can legally usurp authority of the board. A board functions as a legal body to discuss and decide questions pertaining to the school. For example, in all such matters as hiring teachers, determining teachers' salaries, voting school taxes, purchasing school furnishings and instructional equipment, and enforcing suitable rules and regulations for the general management of the schools, the board functions as a group. Much

trouble is averted when each member of the board realizes that alone he has no authority.

Regular meetings of the board. The duties of the board make a regular monthly meeting advisable. The business to come before the board should be presented promptly and systematically. If the meeting is well planned, the time of the busy board member is conserved and business is transacted with greater wisdom and dispatch.

Relationship of board to the commissioner of schools. The commissioner of schools is required by law to secure much statistical and financial information concerning the school district. He must furnish this information to the Superintendent of Public Instruction on certain dates. Apportionments of state money depend upon accurate and prompt statistical information from the district. The board should make it one of its important duties to furnish this information promptly.

The commissioner is the county educational and administrative adviser to the boards of education, and is responsible for the supervision of instruction in school districts not employing a superintendent. He will make recommendations about the organization and selection of instructional material, adapt the state course of study to the county program, and suggest what seems to him good practice in the light of his knowledge of the county's peculiar characteristics and needs. The boards should invite the advice of the commissioner concerning matters of instruction.

Teacher-school board relationship in districts where a superintendent is not legally employed. The board employs the teacher, but should secure the recommendation of the county commissioner of schools before selecting the teacher. The county commissioner has access to a good deal of information concerning teacher applicants and can often make suggestions concerning their fitness for particular positions.

When the work of the teacher is unsatisfactory it is always good practice to discuss the problem with the commissioner. Since the work of the teacher is supervised by him, his advice may be most helpful to the board.

The teacher should be invited to attend the meetings of the school board and discuss with the board the needs of the school in supplies, library books, repairs, and educational policies. Often the teacher is an excellent adviser to the board in administrative factors pertaining to the school.

Duties of a board employing a superintendent of schools. Boards employing a superintendent have three major problems, (1) to employ a superintendent, (2) to make policies, and (3) to appraise the educational program. Administrative duties should be delegated to the superintendent of schools. The most critical duty of the board consists of selecting a superintendent who is qualified to be the educational adviser of the board, able to administer the educational program of the community, and make recommendations for its educational needs. He should be expected to attend all board meetings except when his own reemployment is to be considered, and required to make reports and recommendations in regard to the educational program at board meetings.

Teacher-school board relationship in districts where a superintendent is employed. The board employs the teachers upon the written recommendation of the superintendent. The supervision and direction of the work of the teacher and other employes of the board of education are legal duties of the superintendent. Board members should deal directly with the superintendent in all matters concerning the work of the employes, and they should be careful to refrain from causing him embarrassment by assuming any part of his authority over the personnel of the school.

Whether or not the board of education employs a superintendent, it should make provision for the professional growth and stimulation of its teachers. There are many ways in which a teacher can continue to improve her understanding of teaching problems and the quality of her work. She may do it by reading books and magazines dealing with educational topics, by attending teachers' institutes, by attending summer school, or by taking part in conferences and study groups that are concerned with the improvement of teaching. The board of education should give her every opportunity and encouragement for continued professional growth.

Informing the public. The people of the community have the right to be fully informed about the affairs of the school district. The financial and statistical report should be well presented at the annual meeting and in most districts other than primary districts this report must be published in a newspaper. The board should allow interested parents and patrons to attend the board meeting and should furnish them adequate information in regard to school affairs. The records of the district should be open for inspection. A cover-up policy is never a wise one. Schools, with rare exceptions, are run honestly, and it is not good policy to conceal the fact.

Private business of board members. It is illegal for a board member to perform labor for the district and receive pay other than

salary as voted by the electors. It is also illegal for a board member to furnish materials or supplies for the school district or to be personally interested in any way whatever, directly or indirectly, in any contract with the district in which he holds office. The private business of a board member cannot be mixed with school business.

Complaints to board. Complaints presented to members of the board relating to instruction and personal problems in a school district employing a superintendent should be referred to the superintendent for his investigation. If the board reviews the complaint, it should be done at a meeting of the board.

Complaints about instruction in schools without a superintendent should be considered by the board at a meeting to which the teacher is invited. The board should secure advice from the commissioner of schools about the more serious complaints.

Petitions to the board. The board should give its careful attention to petitions that have been presented by the electors of the district. Sometimes boards are petitioned in regard to trivial matters or business which is entirely within the jurisdiction of the board. In all cases, however, the board of education should recognize the right of petition, give thoughtful consideration to the demands of the petitioners, and eventually inform them of the disposition of the question.

Statement of policies. Every school is operated according to certain principles. The policies of a school may be written policies that have been approved by the board of education from time to time, whenever it has seemed necessary to decide on a course of action in order to meet a specific situation. They may be policies which the superintendent or teacher has assumed to be the most reasonable, without official sanction from the board of education. Many schools, particularly in the larger districts, have found it useful to bring together in organized form the policies that have been adopted at board meetings. Other schools have prepared written statements or codes of educational procedure, defining the duties and responsibilities of the board of education, the superintendent, and other employees, and indicating the general manner in which the school should be operated. Many boards of education have found such a code of policies and procedures to have distinct value to the welfare and success of the educational program.

CHAPTER II

Choosing the Teacher

The most important single task of a board of education is the selection and employment of the teacher. In the larger school systems, the acid test of a superintendent is the ability to search out teachers of high ability for recommendation to the board; in schools without a superintendent this responsibility falls directly on the board itself. The school board should apply its best efforts to the selection of a teacher who is legally qualified, who will serve the educational interests of the children in a highly capable manner, and who can live up to the expectations of the citizens of the school district.

Guides to teacher selection. No one has ever devised a mathematical formula that will enable one to make the correct choice of people. Nevertheless, there are certain practices that are desirable and there are others that should be avoided in selecting a satisfactory teacher. A board of education will naturally be drawn to a teacher who has had successful teaching experience, who has the fundamental qualities of honesty and frankness, and who has an engaging personality and the ability to command respect. Such a person will usually be able to draw out the best qualities in her children and will receive the approval and cooperation of the people of the community.

It has been said that the successful teacher is distinguished by three qualities: vitality, social intelligence, and scholarship. If an experienced teacher is under consideration, her previous success should be taken into account; on this question the opinion of the county commissioner of schools, or of her superintendent or principal, is of greater value than that of a layman. Character, tact, personal charm and appearance are all important, as is the willingness to cooperate and adjust to the demands of the local situation.

Some boards of education seem to be more fortunate than others in obtaining good teachers. Often this is due to the fact that they pay higher salaries. But it is quite likely to result from a greater degree of alertness, a more painstaking effort to cast about for teachers, and greater patience and thoroughness in investigating their qualifications.

Questionable practices. In Michigan, as in many other states, there are a few practices of widespread occurrence that often result in hiring poor teachers. It may be proper to sound a few warnings in this connection. A thoughtful board of education will never look

upon a teaching position as a means of providing work for the needy. The board of education should be very jealous of keeping its teaching positions for those who are most capable of fulfilling educational needs of the children. It is never a good public policy to employ a teacher simply because she lives in the district, or because she is related to a board member or some other influential person. The employment of teachers on the basis of a low bid is usually bad bargaining. In the long run a school district is likely to get what it pays for, and "sweating" by paying less than a legitimate wage, or buying in the market on the basis of price, are practices that usually result in disaster.

The following questions that are related to teacher employment should be answered in the affirmative. They have been taken from the "Michigan Handbook on Teacher-Employment." This bulletin may be obtained by writing to the Superintendent of Public Instruction.

A. Questions for the City and Village Boards of Education

1. Has the applicant filed a legal Michigan certificate in the office of the county school commissioner?
2. Does the board expect the superintendent to take full responsibility for determining the need for new teachers, interviewing all applicants, and making recommendations to the board?
3. Do the members of the board refer all candidates and all correspondence regarding candidates to the office of the superintendent?

B. Questions for Rural Boards of Education

1. Has the applicant filed a legal Michigan certificate in the office of the county school commissioner?
2. Has the board of education conferred with the county school commissioner concerning the applicant?
3. Has a study been made of the educational needs of the children in the district?
4. Has the board made a study of the personal qualities, professional training, and previous experience of the applicant?
5. Has the board selected and employed a teacher who will meet the instructional needs of the children, and who will gain the respect and support of the adults in the community?

CHAPTER III

State Funds for School Support

Special aid to schools provided in 1933. After the adoption of the 15-mill property tax limitation amendment it was necessary to provide additional funds for the operation of school districts which previously were well able to support a sound educational program. The 1933 session of the legislature created a Special School Emergency Fund distributed according to Act 236, Public Acts 1933, which set aside moneys from the sales and liquor taxes. These earmarked revenues included the proceeds from the sales tax in excess of \$32,000,000 and the revenues from the liquor tax over and above \$1,102,000 collected the first year and over and above \$100,000 collected annually thereafter. Although these funds actually produced only \$3,759,000 for schools in 1933-34, the state advanced sufficient funds to make a distribution of \$6,700,000 before September, 1934, and the following year \$10,000,000 was available to the schools in addition to primary money. Because of the uncertainty of sales and liquor tax collections, it was impossible for districts to estimate their school budget for the coming year. The Act was then amended in 1935 definitely placing the appropriation at \$36,040,000 for the school year 1935-36 which amount included the Primary School Interest Fund provided for by constitutional provision.

State aid law amended in 1935. During the fiscal year ended July 1, 1936, the schools received \$15,492,385 from the Primary School Interest Fund, and \$19,520,169 from the new state aid law making a total of \$35,012,554 distributed to schools according to Act 236, Public Acts 1933, as amended by Act 192, Public Acts 1935. The reason that \$36,040,000 was not distributed was because of a five per cent reduction in all state appropriations during 1935-36. It is expected that the entire appropriation for 1936-37, amounting to \$37,400,000, will be available.

Primary Supplement Fund is distributed on census basis. State aid is distributed to schools according to the provisions of the Thatcher-Saur Act which creates two funds known as the School Equalization Fund and the Primary Supplement Fund, in addition to the constitutional Primary School Interest Fund. The amount of the Equalization Fund is determined by taking eleven per cent of the total appropriation of \$36,040,000, which gives a fund of \$3,964,400 in 1935-36. This amount together with the Primary School Interest Fund is subtracted from the total appropriation

leaving a balance of \$16,583,214.41 which is placed in the Primary Supplement Fund and is distributed on the census basis except in those districts having less than 800 on the census and are limited in the amount they receive.

Equalization Fund distributed to poor school districts. The Equalization Fund is distributed to those school districts which do not have sufficient money to maintain a program on a two and one-half mill tax, primary money, tuition, and aid from the Primary Supplement Fund.

Dates state aid is distributed. State aid is distributed to school districts at the following times during the school year:

Primary Money	Sept. 1	State Aid	Dec. 15
High School Tuition	Oct. 15	State Aid	Feb. 15
Primary Money	Nov. 15	State Aid	April 15

It is suggested that school officers contact the county treasurer soon after these dates if they have not received notice that money is available for their district.

State aid is apportioned on definite schedule. State aid according to Act 236, Public Acts 1933, as amended by Act 192, Public Acts 1935, is distributed under the formula outlined in the Act. In order to facilitate the computations and to illustrate how a definite amount is set up in the Act, the following blank schedule is given:

1. Equalized property valuation	-----	\$	-----
2. School census (children 5-19 inc.)	-----		-----
3. Average membership:			
3a. Elementary school (grades K-6 inc.)	----- Teachers	-----	-----
3b. High school (grades 7-12)	----- Teachers	-----	-----
4. Gross allowance under State Aid Act:			
4a. Elementary aid (see table on next page)	-----	\$	-----
4b. High school aid (see table on next page)	-----	\$	-----
4c. Transportation aid	-----	\$	-----
4d. Total (4a, 4b, and 4c)	-----	\$	-----
5. Tax levy on valuation in (1) at 2½ mills	-----	\$	-----
6. Primary aid	-----	\$	-----
7. Actual tuition receipts	-----	\$	-----
7a. Total (5, 6, and 7)	-----	\$	-----
8. Allowance under State Aid Act (4d less 7a)	-----	\$	-----
8a. Primary Supplement Fund*	-----	\$	-----
8b. Equalization Fund (8 less 8a)	-----	\$	-----
8c. Total state aid (8a and 8b)	-----	\$	-----

*This amount cannot exceed the amount in item 8 except in districts having more than 800 on the census.

NOTE: In addition to the amount in 8c, the state will pay high school tuition costs not exceeding \$65 per pupil direct to receiving districts.

Table of GROSS ALLOWANCE Based on Number of Pupils and Teachers

Pupil Enrollment Based on Average Membership	Number of Teachers				
	1 or more*	2 or more	3 or more	4 or more	5 or more
1. Number of pupils used as a base	12	30	60	90	150
2. Basic amount allowed for pupils in (1)	\$750	\$912	\$1962	\$3162	\$7200
3. Additional amount allowed per pupil	\$9	\$35	\$40	\$55	\$48
4. Additional number of pupils for which additional amounts may be allowed	32	50	60	70	on up

HIGH SCHOOL—Consider as grades 7-12 inclusive

1. Number of pupils used as a base	15	30	45	70	95
2. Basic amount allowed for pupils in (1)	\$975	\$1600	\$2550	\$3800	\$6175
3. Additional amount allowed per pupil	\$30	\$40	\$50	\$58	\$65
4. Additional number of pupils for which additional amounts may be allowed	20	35	35	35	on up

*Districts having an average membership of less than 12 pupils are allowed \$65 per pupil.

Distribution of state aid varies in types of school districts. The minimum program for schools as shown in the foregoing table ranges from \$750 for a small school district of 12 pupils to \$48 for each elementary child and \$65 for each high school child in larger districts. Districts having less than 12 children are allowed a minimum program of \$65 per pupil in average membership. These sums represent the gross allowance and cannot be considered as the amount which is distributed by the state. For example, the gross allowance for a school district with an average membership of 12 pupils and one teacher would be \$750. From this allowance certain deductions are made. A sum equal to a two and one-half mill assessment on the equalized valuation of the district, and receipts from the Primary School Interest Fund, is deducted, and tuition is also deducted from districts receiving such funds. If there is a balance after these three deductible items are subtracted from the gross allowance of \$750, the state makes up the difference. According to the formula a school district which had a valuation of \$75,000, a school census of twenty children, and twelve children attending school, would be set up as follows:

Equalized property valuation	\$75,000
Census	20
Average membership—1 teacher	12
Gross allowance	
Elementary aid	\$750.00

Deductible items	
21½ mills on valuation	\$187.50
Primary aid	222.60
	<hr/>
Total deductible items	\$410.10
	<hr/>
Total state aid	\$339.90
Primary Supplement	\$238.00
Equalization	\$101.90
	<hr/>

The amount that the state would give the district is \$339.90, made up of the two funds, Primary Supplement and Equalization, as mentioned before in this chapter. If the sum total of the deductible items in the above example were equal to or greater than \$750, that district would not be eligible to receive state aid funds in addition to primary money.

Entire appropriation of state aid is considered in computing Primary Supplement Fund. The Primary Supplement Fund is distributed on the basis of the school census. The Equalization Fund is used to assist poorer districts in the state to insure that they have sufficient funds to meet the minimum financial program as set up by the state. In computing the exact amount set aside for each of these funds, it is necessary to consider the entire appropriation of state aid including the Primary School Interest Fund. This total figure for 1935-36 was \$36,040,000, for the following year \$37,400,000, and for each year thereafter \$38,000,000. The new Act provides that eleven per cent of the total appropriation, or approximately \$4,000,000 in 1935-36, be set aside in an Equalization Fund. The balance of the total aid distributed by the state after subtracting the eleven per cent, and the Primary School Interest Fund, which in 1935-36 was \$15,500,000, is the amount in the Primary Supplement Fund, or approximately \$16,500,000 in 1935-36. This figure divided by the number of census children placed the amount at \$11.90 per child in 1935-36.

High school tuition is paid to high school districts by the state. An important feature in the new State Aid Act of particular interest to rural districts is the provision that the state pays the tuition of high school children to districts maintaining an approved or accredited high school at the rate of \$65 per year for each child. This is paid in addition to the allowance made to rural districts under the State Aid Act according to the foregoing formula.

Equalization funds distributed to poorer school districts. A district operating a large school program with very little local sup-

port, because of a small valuation, shares to a greater extent in the distribution of state aid which is made up through the Equalization Fund to insure a minimum program of education. The minimum program is \$48 for each elementary child in districts having 150 or more in average membership and five or more teachers, and \$65 for each high school child in districts with a membership of 95 or more, and five or more teachers. This insures a better school program than in the small high school districts that have less than five teachers in the elementary and high school grades. The deductible items, namely, two and one-half mills on the valuation, primary money, and tuition receipts, are subtracted from the allowance. The following example will show the benefits derived from the new State Aid Act in the larger districts:

Valuation	\$400,000
Census	450
Membership K-6—8 teachers	250
Membership 7-12—7 teachers	175
Gross allowance	
Elementary ($250 \times \$48$)	\$12,000
High School ($175 \times \$65$)	11,375
	<hr/>
Total allowance	\$23,375
Deductible items	
$2\frac{1}{2}$ mills on valuation	\$1,000
Primary money	5,008
Tuition receipts	4,500
	<hr/>
Total deductible items	\$10,508
State aid allowance	\$12,867
Primary Supplement Fund	\$5,355
Equalization Fund	7,512
	<hr/>

Primary Supplement is distributed to school districts having over 800 on census. Many districts in the state are without the need for additional money from the Equalization Fund. This is particularly true in those districts having more than 800 children on the school census and a high assessed valuation, in which case aid is computed on the census basis as follows:

Valuation	\$35,650,000
Census	2,500
Membership K-6	1,250
Membership 7-12	1,100

Gross allowance	
Elementary ($1,250 \times \$48$)	\$60,000
High School ($1,100 \times \$65$)	71,500
	<hr/>
Total allowance	\$131,500
Deductible items	
2½ mills	\$89,125
Primary money	27,825
Tuition receipts	6,000
	<hr/>
Total deductible items	\$122,950
	<hr/>
State aid allowance	\$8,550
Primary Supplement	\$29,750
Equalization	
	<hr/>
State aid received by district	\$29,750

Reorganized school districts given increased allowances. The increased amount of state aid allowed rural districts that close one or more grades has encouraged the reorganization of small districts into larger units of administration. Instead of the gross allowance being computed on the membership basis in these districts, it is calculated according to the number of children sent to another district for which transportation and tuition is provided. The allowance is based on the amount actually spent for transportation and tuition but not exceeding \$40 per pupil per year for each item. If a primary district had 15 elementary pupils in kindergarten through the eighth grade and voted to transport them to another district at a cost of \$25 per pupil for transportation, and \$45 per pupil for tuition, the gross allowance would be computed as follows:

Valuation	\$100,000
Census	20
Number transported	15
Gross allowance	
Transportation aid	\$375
Tuition aid	600
(This amount cannot exceed \$40 per elementary pupil)	
	<hr/>
Total allowance	\$975
Deductible items	
2½ mills on valuation	\$250
Primary money	226
	<hr/>

Total deductible items	\$476
State aid allowance	\$499
Primary Supplement	\$238
Equalization	\$261

Transportation and tuition is allowed in primary districts that close in whole or in part. Many rural schools are finding it desirable to close one or more grades. Some of these districts are having increased enrollments year after year, and find it economical to close one or more grades and send the pupils to another district, rather than to add another teacher and possibly build an addition to the school. The State Aid Act provides for an additional allowance to districts that operate under this plan. For example, a district with an enrollment of 50 pupils votes to send the seventh and eighth grades to another district, thereby eliminating approximately 20 pupils from their average membership. State aid would then be based on the average membership of 30 pupils plus an additional amount for transportation and tuition paid for the seventh and eighth grade pupils. If the cost of transportation and tuition amounted to \$20 per pupil for each item, state aid would be computed on the same formula as for all other districts in the state. For example,

Valuation	\$160,000
Census	65
Membership	30
Number transported	20
Gross allowance	
Elementary aid for 30 pupils—1 teacher	\$912
Transportation paid by district	400
Tuition paid by district	400
Total allowance	\$1712
Deductible items	
21½ mills on valuation	\$400
Primary money	723
Total deductible items	\$1123
Total state aid	\$589
Primary Supplement	\$589
Equalization	

Specific tax rate required in new State Aid Act. The amended State Aid Act provides that districts must levy at least a two and

one-half mill tax on the local assessed valuation of the property within said district to be used for the same purposes for which funds allotted under the Act may be used. Districts are not eligible to share in the distribution of aid until this fact has been certified to the Superintendent of Public Instruction in the year that the apportionment is made. This is true in all districts except rural agricultural, township, and primary districts that have closed wholly or in part, and are eligible to receive transportation aid. In these districts the law requires that they levy the maximum legal tax rate before reimbursement for transportation is made.

Summary of state aid funds distributed to schools in 1935-36. The following amounts of state aid were distributed to the public schools from the various sources during the school year ended June 30, 1936:

<i>Primary School Interest Fund</i>	\$15,492,385.59
(This fund is distributed to school districts according to the number of children on the census from 5-19 years inc.)	
<i>New School Aid</i> (Act 236 as amended)	19,520,169.00
(Aid distributed under this Act is accounted for under the headings: Primary Supplement, Equalization, and High School Tuition.)	
<i>Primary Supplement Fund</i>	\$13,214,582
(Based on the number of children on the school census from 5-19 years inc.)	
<i>Equalization Fund</i>	4,120,280
(Based on average membership and number of teachers in grades K-6 and 7-12 except in districts maintaining only 8 grades.)	
<i>High School Tuition</i>	2,185,307
(Tuition for non-resident pupils attending approved or accredited high schools in grades 9-12 paid by the state at the rate of \$65 per pupil.)	
<i>Rural Agricultural Aid</i>	244,797.00
(Distributed according to the number of bus routes in districts organized under the Rural Agricultural Act.)	
<i>County Normal Aid</i>	61,740.00
(An amount not exceeding \$3,000 is made for each teacher in a training school.)	

<i>Vocational Education</i>	164,235.13
(Includes distribution of aid to districts teaching Home Economics, Agriculture, Trade and Industry, accounted for under the headings, Smith-Hughes & George-Ellzey.)	
<i>Special Education</i>	491,922.38
Crippled	\$272,976.98
Deaf and blind	203,002.40
Epileptic	15,943.00
	<hr/>
	<u><u>\$35,975,249.10</u></u>

CHAPTER IV

Accounting for School Funds

Need for proper classification of school expenditures. It is of the utmost importance that every expenditure in the school district be properly classified. The greatly increased distributions of state aid as well as the exacting legal requirements with respect to the use of state funds make it imperative for the school board member to understand the classification of school expenditures and to arrange his reports accordingly. School boards are required to make complete and accurate financial reports to the county school commissioner immediately following the annual meeting in July. The school commissioner in turn must make a summary of these reports for the county and forward the same to the Superintendent of Public Instruction who uses this information as required by law to make his reports to the Governor and the State Legislature, and to apportion state aid.

School expenditures classified. There are eight types of school expenditures. They are classified as general control, instruction, auxiliary and coordinate activities, operation, fixed charges, maintenance, debt service, and capital outlay. The items included under each classification are as follows:

A. General control

1. salaries of board members
2. expenses incurred by board members in performance of duty
3. all census and election expense
4. the superintendent's salary and that of his assistants (except teachers) in schools employing a superintendent

B. Instruction

1. salaries of teachers and supervisors
2. teaching supplies
3. textbooks
4. tuition

C. Auxiliary and coordinate activities

1. transportation of pupils
2. lunches and milk for the undernourished
3. health service
4. compulsory attendance

- D. Operation
 - 1. wages of janitor
 - 2. fuel supplies
 - 3. gas
 - 4. water
 - 5. telephone
 - 6. soap, towels, and various cleaning supplies
- E. Fixed charges
 - 1. rent for school purposes
 - 2. all types of insurance
- F. Maintenance
 - 1. repairs on buildings and grounds
 - 2. repairs on mechanical equipment
 - 3. miscellaneous replacements
- G. Debt service
 - 1. payment of principal and interest of bonds
 - 2. payment of principal and interest of short loans
 - 3. payment to the sinking fund
- H. Capital outlay
 - 1. purchasing sites
 - 2. improving sites
 - 3. erecting new buildings
 - 4. making additions and alterations to new buildings
 - 5. equipping new buildings

Items payable from state funds. All items classified under A, B, C, D, E, and F are payable from state funds except item (1) under A. No item classified under G and H, however, may be paid from moneys received from the state. The Department of Public Instruction makes careful check of all district reports to determine whether state funds are being used properly.

School receipts classified. There are eight types of school receipts. They are classified as district taxes, delinquent taxes, primary money, primary supplement, equalization, tuition from state, other tuition, and library money.

Figure I is a reproduction of a page from a typical receipts journal, and Figure II shows a sample page of expenditures. The transactions entered on these pages are representative of those found in the books of a primary school district. A study of them may help school officers to classify properly the expenditures for their school district.

The following figures represent a record of typical receipts and expenditures as they would be entered in the account books of the school district.

Figure I—Receipts

1936	Source	District Taxes	Delinquent Taxes	Primary Money	Primary Suppl.	Equaliza- tion	Tot. from State	Other Tuition	Library	Miscel- laneous	TOTAL
8/15	Township Treasurer		335 90								335 90
9/15	County Treasurer			1,022 97							1,022 97
9/15	County Treasurer								11 50		11 50
10/20	County Treasurer										2,795 00
11/15	County Treasurer			412 10			2,795 00				412 10
12/20	County Treasurer				476 00	330 00					806 00
1/2	Township Treasurer	1,008 27									1,008 27
2/15	County Treasurer				476 00	330 00					806 00
3/1	Township Treasurer	1,225 36									1,225 36
4/1	Township Treasurer		400 03								400 03
4/15	County Treasurer				366 00	214 00					580 00
4/15	Bailey District No. 1							120 00			120 00
4/20	Dr. J. W. Gunn, M.D.									75 00	75 00
4/25	W. Smith, Sch. of Property									125 00	125 00
	TOTAL	2,239 63	735 93	1,435 77	1,318 00	874 00	2,795 00	120 00	11 50	200 00	9,723 13

Figure II—Expenditures

1936	In favor of:	Order No.	General Control	Instruc- tion	Auxil. & Coord.	Operation	Fixed Charges	Main- tenance	Debt Service	Capital Outlay	TOTAL
10/1	Johnson Co. Bonds for Treasurer	150	15.00								15.00
10/2	Brown Bros. Co. New wood shed	151								235.57	235.57
10/2	Smith Ave. Co. Fire Insurance	152					21.60				21.60
10/2	Light & Power Co. Electricity	153				7.79					7.79
10/5	Chas Brown, Teacher	154		150.00							150.00
10/5	Mary Moore, Teacher	155		110.00							110.00
10/5	Cook Hardware, 3 Brooms	156				2.25					2.25
10/5	Wm. Clark, Janitor	157				50.00					50.00
10/20	Mary Ding, Gen. Library Books	158		7.24							7.24
10/20	State Sav. Bank, Int. on Loan	159							12.00		12.00
10/20	Cook Hardware, Repair Scales	160						2.24			2.24
10/21	Wm. R. Pafford Co., Schoolhouse	161						220.80			220.80
10/22	Dr. Harner, Medical Service	162			6.00						6.00
10/24	James Coal Co. Stone Coal	163				64.00					64.00
10/25	Wentworth Supply Co. Cheyenne Books	164	5.00								5.00
10/25	Howard Brick Co. New Bldg. Clerk	165							15.45		15.45
10/25	School Service Co. 2 maps	166		4.29							4.29
10/26	Red Dairy, Milk	167			8.35						8.35
10/26	Ed. Johnson, 2 Cords Wood	168				5.40					5.40
11/1	Mary Ding, Gen. District Books	169		15.96							15.96
11/1	Dist. Nat. Life Ins. Co. Division	170		40.11							40.11
11/1	Wentworth Supply Co. Paper Towels	171				4.10					4.10
4/15	Johnson, Binding School Books	172								60.00	60.00
4/15	State Treasurer, Repair Scales	173							1,000.00		1,000.00
5/20	Frank Bone, Sec. School Board	174	35.00								35.00
5/20	W. Weber, Sec. School Board	175	15.00								15.00
5/20	Mich. State Retirement Fund	176		30.00							30.00
	TOTAL		70.00	327.67	14.35	133.54	21.60	223.04	1,012.00	371.32	2,173.52

CHAPTER V

The Curriculum

Need for a curriculum. An organized, graded program of studies is needed to provide unity in a school system, to establish major emphases as a guide to instruction, to aid in formulating a philosophy of education, and to organize the teaching materials in the several fields of learning.

Function of the Department of Public Instruction. The Department of Public Instruction recognizes that the development of a minimum curriculum is distinctly a function of the state. It is now engaged in a program which has for its objective the development both on the elementary school and the secondary school level of a course of study which will be adequate for present day living.

The new curriculum is not regarded as a prescribed body of content. Schools differ in organization and ability to provide educational opportunities. Therefore each school system using the curriculum materials prepared by the state may wish to make adaptations in accordance with its needs.

The Elementary School Curriculum

The Instructional Guide for Elementary Schools. The development of a curriculum is recognized as a cooperative enterprise and one that involves considerable time. A tentative guide for the planning of instruction to be used to meet immediate needs and serve as a basis of approach to the long-term program was therefore considered necessary. In keeping with this need, the Department of Public Instruction published in August, 1936 the *Instructional Guide for Elementary Schools*. It is designed as a temporary measure until a more complete program can be developed. All teachers in the primary, graded, township, and agricultural school districts of Michigan have secured copies of the *Instructional Guide* from their commissioners. Three other bulletins closely related to the curriculum and supplementary to the *Instructional Guide* will be published by the Department during 1936-37. These bulletins are:

- (1) Implications of Research and Experimental Practice for Elementary School Teaching
- (2) Superior Innovating Practices in Michigan Elementary Schools

(3) Social and Economic Trends in Michigan with their Educational Implications

Changes from former practice recommended in the Instructional Guide. School boards are advised that the use of the new bulletin and the course of study contained therein may involve in their schools some changes from former practice. New textbooks, supplementary and accessory materials, and a change in school policies will be needed in some districts for the successful execution of the program. It is expected that the county commissioner or superintendent will make the adaptations to the program and recommend to school boards such procedures as he considers best in the light of the county's distinctive characteristics and needs. Attention is called to the following special features in the tentative program:

- (1) *Educational objectives.* The *Instructional Guide* encourages the development of a natural schoolroom atmosphere and makes provision for challenging lifelike experiences. Unnecessary or undue restriction, repression, and depression as factors in control and learning, are no longer looked upon with favor. Insofar as the teacher's ability, maturity, experience and training warrant, she is encouraged to present learning situations through natural lifelike activities as opposed to former methods which emphasized the relatively passive absorption of textbook rules and facts and employed a rigid, dictatorial type of control.
- (2) *The use of large units of instruction.* Considerable attention is given in the syllabus to the use of large units of instruction. These units with meaningful activities provide for pupil planning, executing, and evaluating. One activity thus provides motivation and opportunity for learning and using subject matter not in one subject, but in several.
- (3) *Integration.* Emphasis is given to bringing together related subject matter in all the fields of learning, but more particularly in the social studies and expression.
- (4) *Grade combinations.* Combination of grades is recommended in the school program whenever a combination seems feasible. Grade groupings make possible longer class periods and a more careful guiding of instruction.
- (5) *Textbooks, supplementary readers, and accessory materials.* Many school boards will find it necessary to purchase additional material for their schools in order to follow the recommendations as set forth in the new state course of study. The Department urges the school boards to purchase equipment according to their needs and resources. The school

commissioner and the teacher should be consulted before ordering.

Publications for use in the secondary schools. The nature and kind of publications needed by the secondary schools were studied by the Department of Public Instruction in cooperation with the Secondary School Exploratory Committee. As a result of this study a number of bulletins were proposed and are under preparation at the present time. Among them are: *The Youth of Secondary School Age* which is arranged especially for use by secondary school teachers; *Issues in Curriculum Development* which is intended for use by administrators and other leaders in the secondary field. Other proposed bulletins are: *Practices of Superior Teachers at the Secondary Level*, *Implications of Existing Research for Teaching in the Secondary School*, *Research as a Means of Solving Classroom Problems*, and *Techniques of Group Study and Co-operative Thinking*.

The Long-term Curriculum Program

The long-term curriculum program will extend over a period of from three to five years and will involve the active participation of teachers, administrators, school boards, and lay groups all over the state. The Department, through the State Curriculum Steering Committee, is now developing plans for organizing groups for curriculum study.

CHAPTER VI

Books, Supplies, and Equipment

This chapter was written particularly for the school board that does not employ a superintendent.

Need for proper books, supplies, and equipment. The school board should do its best to create a learning environment which is conducive to maximum growth on the part of the children. Books, supplies, and equipment should be provided to the extent that the district's resources permit. Comfortable seating equipment, proper lighting facilities, up-to-date textbooks, plenty of reference materials, supplementary readers, good maps, globes, seatwork materials, and the accessory and supplementary materials which accompany the textbooks are all material aids to learning. It is poor policy to hire an efficient workman and then make him work with ineffective tools. In the absence of proper books, supplies, and instructional material the teacher often purchases some of them. The school board should not make this necessary, but should take pride in making adequate provision for its school's needs. If the instructional material, supplies, and equipment are chosen carefully and wisely, even a school with limited resources may adequately care for its school program.

Duties of school boards. Part I, Chapter II, Section 32, General School Laws, Revision of 1936, states that in Primary School Districts—

"It shall be the duty of the director of each school district: To provide the necessary appendages for the schoolhouse and keep the same in good condition and repair during the time school shall be taught therein. Necessary appendages within the meaning of the law shall consist of the following articles, to-wit: A set of wall maps, the grand divisions, the United States and Michigan, a globe, a dictionary, a case for library books, a looking glass, towel, pail, sanitary cups, ash pail, poker, stove shovel, broom, dust pan, dust cloths, wash basin and soap, and upon order of the district board shall furnish the schoolhouse with such other apparatus as may be necessary for doing efficient work."

The secretary of the board of education of a graded district may spend not more than \$100.00 in any one year for repairs of buildings or appurtenances of the district property or for necessary appendages without the authority of the board of education. In all other

expenditures it is required to have the authorization of the board of education to make the purchase.

It is to the advantage of the school board to consult the commissioner of schools and receive his recommendations for needed equipment. There are certain minimum essentials with which every school should be provided before other things are bought. For example, buying a set of encyclopedias may be poor judgment if the school already has a set—especially is this so if there are few or no supplementary readers in the school, poor maps, or little seatwork material. Some types of books, supplies, and equipment are excellent, but too expensive for the district that has limited resources. Often something less costly will serve the school just as well as the more expensive article.

Selection of textbooks. The selection of textbooks as well as other instructional materials rests with the school board. However, most boards follow the recommendations of the county school commissioner. Uniformity in textbooks in the county schools aids in bringing coherence and unity into the county program and makes the supervisory effort more effective.

Supplementary reading and accessory material for the primary grades. One of the foremost needs in any school system is reading equipment, especially for the primary grades. It is in these grades that the fundamental skills and mechanics of reading are established. The teacher is sorely handicapped if she does not have the necessary supplementary and accessory reading materials. The school board should see that the school is equipped with the charts, flash cards, and seatwork accompanying the basic reader; that there is a good supply of tag board, clay, art paper, paste; and above all else that there are as many sets of supplementary readers as the district can afford to buy. Worn, soiled, and useless books and seatwork materials should be replaced each year. Nothing can pay the school better returns than abundant, carefully chosen materials for the primary grades.

Purchase of materials. School supplies should never be purchased from a salesman or a supply house without the endorsement of the county commissioner of schools. It is not good practice to accept the word of the salesman for this approval. Unfortunately there are unscrupulous salesmen with little regard for truth, who claim endorsements for their articles when in reality they have nothing of the kind. There are, of course, many sincere and honest salespeople. Even they, however, are not always capable of judging the merits of their products and their suitability for any particular school system. It should be remembered that their aim is pri-

marily to sell, not to improve school instruction. Smooth talk and a charming personality as well as misrepresentations and gift offers may lead a school board to make poor selections.

The county school commissioner is usually very cautious in giving endorsements to commercial materials. The Superintendent of Public Instruction does not endorse merchandise.

CHAPTER VII

The School Plant

Composition. The school plant consists of the school buildings, grounds, and equipment which are provided for educational purposes. Its main function is to promote the educational program.

Problems of the School Plant

The management of the school plant involves many problems of construction, maintenance, operation, legal procedures, finance, and public relations. These problems should be approached from the educational point of view. The more important of these problems include the following: (1) care of the existing school plant, (2) determination of school plant needs, (3) planning of school plant construction programs to satisfy both immediate and future educational needs, (4) review, improvement, and approval of plans and specifications of school buildings, and (5) solution of problems of finance, legal procedure, and public relations with respect to the conditions and needs of the schools.

Care of the school plant. Existing school buildings should be kept in proper repair and in clean and attractive condition. The general condition of the school plant affects both the health and the spirits of the children. Sanitary and attractive surroundings promote the physical and mental well-being of the children and favor their development as worthy citizens.

Needs of the school plant. School plant needs should be determined systematically. The needs involve all the physical facilities such as buildings, grounds, and equipment which are required to promote the approved educational program. These needs should be determined on the basis of the educational, social, and economic conditions of the community.

School plant construction. The planning of school plant construction programs should include provision both for immediate and for probable future educational needs in the community. In order to serve its purpose effectively the school plant must satisfy a number of requirements. It should be planned and constructed so that it will meet the educational and social needs of the children and adults in the community. The building should be so designed and constructed that it may be remodeled readily to accommodate new educational activities, and may be enlarged conveniently to meet the needs of a growing community if growth is likely to occur.

It should assure safety for the children. It should provide proper lighting, heating, ventilation, and sanitation. The grounds should be ample in size, properly graded and drained, and provided with adequate equipment for play activities. The buildings and sites should be located favorably with respect to reasonableness of walking distance and safety from traffic hazards. These phases of the planning program may require a careful school plant survey in the community.

Approval of plans and specifications. The Department of Public Instruction has plans and specifications of one-room and two-room rural schoolhouses which are available for use by school boards if desired. For the construction of larger buildings, school boards should employ the services of a registered architect to prepare plans and specifications and to supervise the construction of the building. The Department of Public Instruction is prepared to cooperate with school officers and architects in the preparation of these plans and specifications, so as to assure their development from the educational point of view. When completed, the plans and specifications should be submitted to the Department for final review and approval.

Finance procedures. School plant construction may be financed in several ways, (1) by a direct tax in the year of the construction, (2) by a transfer of funds from the general fund to the building and site fund, and (3) by a bond issue. The funds provided by each of these methods must be authorized by a majority vote of the school district. The powers and duties of school boards and school electors with respect to financing school plant construction are prescribed by law. These legal regulations must be observed.

Each of these methods has practical advantages and limitations. They can be analyzed readily and should be considered carefully when finance plans are being formulated. The finance program should be planned in accordance with the educational needs and the economic conditions of the community.

Informing the people. The people of every community are directly interested in all matters affecting the education of the children. They are also the ultimate source of authority for providing public education. The wisdom of their decisions on school matters, as expressed in school elections, depends largely upon their knowledge and understanding of school problems. It is therefore right and necessary that the people should be kept informed at all times regarding the conditions and needs of the public schools. This information should be based on facts and not opinions or guesswork.

It is the responsibility of boards of education to provide the means of furnishing this information to the people.

Important Considerations for Rural Schools

A discussion of all phases of school building construction is impossible within the limits of this chapter. It is desirable, however, to mention some of the important matters which should be taken into consideration in the construction of rural schools.

The school site. The school site should be located near the center of the district to be within reasonable walking distance for the children. It is desirable to have the building on a main-traveled road. These roads are generally kept open in the winter while crossroads are often blockaded with snow.

The school site should be located on fairly high ground and should have adequate drainage. Where natural drainage is not sufficient, the site should be well tiled. Low, flat, filled-in land should never be used.

The schoolground should contain from one to two acres of land to provide proper playground facilities. Playgrounds are not luxuries; they are necessities. Every school site should have a playground for the boys and also one for the girls.

The schoolground should have shade trees and shrubbery. These will improve the appearance of the school property. A good-looking school site and schoolhouse have a wholesome influence upon the children and speak well for the people of the district.

The schoolhouse. The schoolhouse should be so planned and placed on the site that the windows of the schoolrooms will face either the east or the west. East and west windows will provide better natural lighting than north or south windows. The building should be so located on the site that it is not too close to the road and also that it does not interfere with desirable playground arrangements.

The several rooms in the building should be so planned that the educational program of the school may be carried on effectively and that the social needs of the community may be served satisfactorily.

In planning the size of the building it is best to decide the dimensions of the schoolrooms first and then determine the size of the other rooms. The largest dimensions for a schoolroom should be 32 feet in length, 24 feet in width, and 13 feet in height. The smallest dimensions for a schoolroom should be 28 feet in length, 19 feet in width, and 12 feet in height. There should be not less

than 15 square feet of floor space and 200 cubic feet of air space for each child.

Pupils seated in the rear of the schoolroom cannot read ordinary writing on the front blackboard without straining the eyes, if the room is more than thirty-two feet long. A schoolroom should not be less than twenty-eight feet long because sufficient space for class activities cannot then be provided at the front of the room.

A schoolroom should not be more than twice as wide as it is high because it cannot then be properly lighted from windows on one side. No schoolroom should be less than nineteen feet in width because it then becomes out of proportion.

Lighting. Adequate light should be provided to conserve the eyes of the children. The schoolroom should have at least one square foot of glass surface in the windows for every five square feet of floor surface. The windows should be located on one side only because that will prevent face lights, cross lights, reflected lights, and shadows. The building should be so planned that the windows can be placed either on the east side or on the west side of the schoolroom. The windows should all be banked closely so that there will be no wall space between them. This arrangement will prevent shadows. The tops of the windows should be as near the ceiling as possible. This will permit light to reach the opposite side of the room. The school desks should be so arranged that the light from the windows comes from the left side of the pupils.

Window shades should be of a quality and color that will cut out the direct rays of the sun and yet admit sufficient light. The best colors for shades are bisque, light tan, light buff, and cream.

The walls and ceiling should be painted or tinted rather than papered. In every case, the colors should be light because they provide better reflection. The ceiling should be of a lighter color than the walls. Colors may be selected from the following combinations: (1) sidewalls—cream, ceiling—ivory, (2) sidewalls—silver gray, ceiling—pearl gray, (3) sidewalls—buff stone, ceiling—cream.

Heating and ventilating. All heating plants should be of sufficient capacity to maintain a uniform temperature of seventy degrees Fahrenheit at the desk level in all occupied portions of the schoolroom when the outside temperature is not lower than twenty degrees below zero.

The heating system should be one of the following: (1) Ventilating floor furnace, (2) Basement warm air furnace, (3) Steam, (4) Blast system.

Proper ventilation is as important for the health of the children as proper heating. Every schoolhouse should have an adequate ventilating system. The ventilating system should either be a part of the heating system or should be installed in connection with it.

Arrangements should be made to prevent the irritating dryness of the air found in so many schoolrooms. The furnace should have an evaporating pan with a large evaporating surface. The pan should be placed next to the heated surface of the furnace in the path of the air and should be kept filled with water.

Coatrooms. There should be separate coatrooms for boys and girls. Each coatroom should have an outside window and should be so planned that there is but one entrance directly from the schoolroom. The coatrooms will then be properly warmed and ventilated and the teacher will at all times have convenient supervision over them.

Toilets. Indoor toilets should be provided in every schoolhouse. They may be located to the rear of the coatrooms. Each toilet room should have an outside window and an entrance from the coatroom. The toilet rooms will then be properly warmed and ventilated and can be conveniently supervised by the teacher.

The installation of indoor toilets makes it necessary to provide for adequate sewage disposal. Wherever possible, the indoor toilets should be connected with public sanitary sewers. Where this is not possible, a private sewage disposal system should be constructed. Outdoor toilets are acceptable only if they are of the concrete vault type and are kept in proper condition. Indoor and outdoor toilets should be constructed according to plans and specifications furnished by the Michigan Department of Health. These plans and specifications may be secured from the Department on request.

Seating. Every pupil is entitled to a seat and desk that fit him. It is not right to compel a child to go to school and then seat him at a desk which is uncomfortable and injurious. It is desirable that the seats and desks should be of the adjustable type so that they can be fitted to the needs of the children.

The seat should be of such height that the pupil can rest his feet squarely on the floor. The desk should be of such height that the child's forearm may rest easily upon it when he is writing or working.

Adjustable school desks are made in three sizes, A, B, and C. The sizes of the desks, the ages of the children for whom they are suited, and the proper back-to-back spacing of the desks are given in the following table:

Desk Size	Pupils' Ages	Proper Spacing (back to back)
A	12 to 16	32 inches
B	9 to 12	29 inches
C	5 to 9	26 inches

Tables and chairs may be provided instead of school desks and seats. Every care should be taken, however, to fit the height of the tables and chairs to the needs of the children so that each child will be comfortable at his work.

Seats should be so arranged that the seat and desk for each pupil are of the same size. In other words, a size A seat should not be placed behind a size B desk, or the reverse.

Water supply. Pure water for drinking and washing purposes is an absolute necessity for the health of the children and is required by law. Impure water causes disease. The contamination of the water supply by drainage from outdoor toilets and the use of surface-water wells are two of the greatest causes of typhoid fever. If outdoor toilets are in use, they should be placed as far as possible from the well and on lower ground than the well so that there will be less danger from drainage.

The school well should be driven and not dug. Too often, however, wells are not driven deep enough. Wells should always be driven through hardpan and to sufficient depth so that there will be no danger of surface water getting in. The top of the well should be cemented and a drain provided for carrying off waste water. The well should be located on the school ground.

Every school should be provided with a sanitary drinking fountain of the type that throws a stream of water from the side toward the center of the bowl. The bubbler type of fountain is not desirable. Sanitary drinking fountains holding from six to ten gallons will keep the water fresh and cool for several hours. Of course, the sanitary fountain must have care and attention. It must be emptied every night to insure a fresh water supply and to prevent freezing in cold weather. It must be washed and scalded frequently to insure cleanliness.

Where electric current is available an electric pump and a pressure tank can be installed to provide water for drinking fountains and for the lavatories and toilets.

The law provides that the director shall furnish facilities for washing the hands and faces of the pupils. These facilities should be sanitary. Every school should have enameled lavatories equipped

with adequate drainage for waste water. Paper towels should also be provided thereby eliminating the danger of skin and other diseases which result from the use of common towels.

Plant Service

The division of school plant. The Department of Public Instruction maintains a division of school plant for the purpose of assisting school officers to solve their problems in school plant construction, maintenance, operation, legal procedure, finance, and public relations. Service from this division is available to school boards upon request.

CHAPTER VIII

Child Accounting and Census

The State Legislature in 1925 provided for a system of uniform child accounting in the state. The purpose of the system, as noted in its title, is to establish uniform practices in gathering certain statistical data necessary for the proper administration of Michigan's schools. The system involves two major divisions: the annual school census and the accounting for all of the children of compulsory school age. It is the purpose of this chapter to discuss briefly these two divisions as they affect school boards and to answer some of the questions most frequently asked.

School Census

Purpose. The school census provides the basis for the distribution of the Primary School Interest Fund and the Primary Supplement Fund. It is taken annually in accordance with the accounting units set up by the state's accounting system.

Child accounting units. The state child accounting system sets up two types of units for taking the census. The first type includes all districts having a population of 3,000 or over; the second type includes all districts having a population less than 3,000.

1. *Districts having a population of 3,000 and over.* In districts of this type the secretary of the school board or other persons employed by the board of education shall take the census. Census supplies are sent directly to these districts from the Department of Public Instruction, and the census reports are made to the Department by these districts. The secretary shall furnish an affidavit that the census was taken by one or more enumerators in a house-to-house canvass, and that the census has been properly compared, corrected, and compiled. The taking of the census is under the direction of the board of education.
2. *Districts having a population of less than 3,000.* In districts of less than 3,000 population the county is the unit of the administration of the school census. Census supplies for all districts of this type are sent directly to the commissioner of schools who in turn is responsible for getting them to the individual districts. The county furnishes the census field sheet forms, these forms being

sent to the district by the commissioner. The local board is responsible for taking the census in its district. The enumerator may be a member of the board or some other person employed by it. The compensation of the enumerator is fixed by the board of education.

The enumerator appointed by the board must make a house-to-house canvass of the school district. He must use the census field sheet forms as directed by the commissioner of schools. He must make a report of his complete verified census list to the commissioner of schools on or before the second Monday in June together with an affidavit that he has made a house-to-house canvass in the district.

The commissioner of schools, or such other persons as he may appoint, shall correct and compare the entire census for the county. He must transmit a copy of the corrected census to the Superintendent of Public Instruction, together with his affidavit, on or before the second Monday in September. The affidavits of the local enumerators are to be kept on file in the office of the commissioner of schools.

General Rules Applying in All Child Accounting Units

Time for taking the census. The time set by law for taking the school census is the last twenty days in May. The children of any family moving out of the district during this twenty-day period should be taken by the district in which they are living on the **thirty-first day of May.**

Children included in the census. The following children between the ages of 5 and 19 inclusive shall be included in the census:

1. All children who are living with their parents or legal guardians in the district
2. Children who have been placed in licensed welfare homes under the order or direction of the State Welfare Commission
3. Children placed in homes designated by a court and who regularly attend school
4. Children whose parents or legal guardians are unable to contribute to their support and who are being furnished homes in the school district
5. Orphan children, whose parents resided in the district at the time of their death, who are being cared for in a charitable institution in the district

Children who should not be included in the school census. The following children shall not be included in the school census:

1. Any child or children in reformatories or prisons
2. Any child or children in asylums, almshouses, or other charitable institutions, except children in such institutions who regularly attend the public schools
3. Any children in a licensed boarding home in a district in excess of the number designated by the Superintendent of Public Instruction as having public school rights
4. Any child who is being cared for and educated by the state in some special institution such as the State School for the Blind, the State School for the Deaf, or the State Schools for Feeble-Minded and Epileptics

Child Accounting

The accounting for the children after they have been listed on the school census is largely a problem of school superintendents and commissioners of schools. There are, however, some definite obligations that rest on the boards of education.

Importance of school data. School statistical data has always been very important in furnishing an intelligent basis for the future planning of schools and for the enforcement of the compulsory school laws. Since the state has been furnishing financial aid to the schools of Michigan, the accounting of the children in our schools has taken on a new importance. School boards should note carefully their duties in regard to this phase of child accounting.

Units of administration in school record accounting. The units of administration of school record accounting are the same as those used in taking the school census; that is, they are classed as being 3,000 population or above, or below 3,000 population. The system of reporting to the state is different in each case however.

Districts of 3,000 population or over. In the larger districts the actual work of child accounting is vested in a director of child accounting under direction of the superintendent. In some of the smaller cities the superintendent is given this responsibility personally. The duties of the superintendent in school districts of this type are:

1. To see that some person is appointed to carry out the work of child accounting
2. To see that teachers keep all necessary school records for child accounting

3. To nominate for appointment by the board of education one or more attendance officers for child accounting (The duties of the attendance officers are fixed by law.)
4. To file immediately after the second Monday in July, a complete summary of the statistical data for the year with the county commissioner of schools (This report is made in conjunction with the Financial Report.)
5. To see that all reports are submitted to the secretary of the board of education for sworn signature

Districts of less than 3,000 population. In districts of less than 3,000 population the county commissioner of schools is the director of child accounting. The school record forms are furnished by the county through the commissioner to all schools in his jurisdiction. These districts are required to make reports of attendance, membership, and other school data to his office each month. The annual reports of all districts in the county are filed in his office. The duties of boards of education in districts of this type are:

1. To see that teachers in their respective schools keep all records and that they make all reports requested by the commissioner of schools
2. To withhold the last payment for teacher services of any teacher who neglects to make reports to the commissioner of schools.
3. To turn over to the teacher or the superintendent a census list so that the teacher may have the proper data in making reports to the commissioner of schools
4. To file immediately after the second Monday in July a complete summary of the statistical data for the year with the county commissioner of schools (This report is made in conjunction with the Financial Report.)

CHAPTER IX

Legal Provisions Affecting School Districts and School Officers

(A Digest as of September, 1936)

I. Legal Provisions Affecting the School Officer

Functions of the school officer. The organization and administration of the public school system is a governmental function of the State. The legislature has delegated the duties of administration of the public schools to the officers of the individual school districts.

The school officer has a two-fold duty. He acts as the agent of the State as well as the representative in educational policies of the people within the district. The specific duties, powers, and responsibilities of the school officer are based on the school law as enacted by the legislature.

Legal requirements for holding school office. The school boards should make certain that all legal requirements for being a school officer have been fulfilled. The following points should be checked:

1. Only a qualified voter in the district who owns property in his own right and whose name is on the assessment roll is eligible to hold a school office.
2. During the first ten days after the election the re-elected or newly elected member must file his acceptance of office with the director or secretary of the board, accompanied with an affidavit setting forth the qualifications of the person for the office.
3. The treasurer of the board must file a bond with the director or secretary of the board within ten days after his election in all primary districts, and within thirty days after election in all graded, rural agricultural, and township districts. The treasurer should contact the cashier of the local bank or write directly to the State Department of Insurance for suggestions as to surety companies from which the board may secure a surety bond.
4. An office on the board of education becomes vacant immediately if the re-elected or newly elected board member does not file his acceptance of office or give or renew any official bond according to law.
5. Vacancies in school board offices are filled by the other members of the board if a minority number of offices become vacant, and by vote of the qualified electors at a special

meeting of the district if a majority of the offices become vacant. In either case the vacancies must be filled within twenty days after they occur. If these vacancies are not filled within twenty days the power to fill the vacancies is vested in the township board.

6. A vacancy on the board of education is filled only until the next annual meeting at which time the qualified electors will fill the office for the unexpired term.

Legal action of the board of education. The moderator or president, the director or secretary, and the treasurer of the school board have certain specific duties to perform. However, the major activities of the board of education must be authorized by legal action of the board at a legally called meeting. The following important points should be observed in conducting a legally called board meeting:

1. Legal action at a board meeting requires a majority vote of the members of the board of education at a legally called board meeting. A written record must be made of this action.
2. A majority of the members of the board must be present at a meeting in order to transact business.
3. A special meeting of the board may be called by any member of a primary district board, by the president or any two members of a graded district board, by giving a 24-hour written notice to each member of the board.
4. Any meeting of the board of education where all members of the board are present is a legal board meeting although no notice was given of the meeting.
5. The board of education should follow an order of business at its meeting which will conserve time and will perform the work of the board in a businesslike manner. The following order of business is given as a guide:
 - a. The moderator or president presides at the meeting and calls the meeting to order at the time specified.
 - b. The director or secretary calls the roll and reads the minutes of the last regular and any special meetings of the board.
 - c. The treasurer should present at the meeting a report of the financial condition of the district.
 - d. Business to come before the board should be presented substantially as follows:
 - (1) Reports and recommendations of the superintendent and other persons

- (2) Unfinished business to be completed
- (3) New business to come before the board (All business should be presented in the form of a motion and voted upon by the board of education. A written record must be kept by the director or secretary of the vote of the board.)

e. Meeting should be adjourned.

Adequate records. At the beginning of a new school year the board of education should arrange to purchase adequate record books for the director or secretary and the treasurer. The following points should be observed by these officers:

1. The director or secretary must keep minutes of all meetings of the board of education and of all meetings of the electors of the school district.
2. The director or secretary must make a report of the statistical and financial condition of the district to electors at the annual meeting. This report must be sent to the Superintendent of Public Instruction through the office of the county school commissioner.
3. The director or secretary must keep on file all records of the district such as the official bond of the treasurer, teachers' contracts, contracts of other employes, the affidavits of acceptance of office and any other official papers of the district. These records must be preserved and kept safely because they must be delivered to his successor in office. The records should include copies of bills, orders, or voucher stubs, warrant stubs, minutes of meetings, financial record book in addition to the records specifically mentioned above. These records should be filed in an orderly manner in a fireproof container.
4. The treasurer must keep an accurate record of the receipts and disbursements of the district, and must disburse all moneys of the district upon written orders made out by the director or secretary and countersigned by the moderator or president. The treasurer shall deliver to his successor in office all books, vouchers, orders, documents, and papers belonging to the office of treasurer, together with all school district moneys remaining on hand. These documents and papers should include canceled checks, bank books, bank statements, etc. These records should be filed in an orderly manner in a fireproof container.

Duties pertaining to attendance. The school board has several important duties in relation to school attendance. They are:

1. *Age of admission to school.* The board shall allow all children who are five years of age to attend the school and must admit children between the ages of four and seven to the kindergarten department if a kindergarten is maintained. The school board may make reasonable rules governing the time of year when five-year-old beginning pupils will be received. For example, such pupils might properly be required to enter at the beginning of a term or semester after the fifth birthday.
2. *Suspension and expulsion of pupils.* The board may suspend or expel any pupil guilty of gross misbehavior or persistent disobedience.
3. *Admission of non-resident pupils.* The board may admit non-resident pupils and determine and collect the tuition.

The school board and the teacher. Among the most important duties of the school board are those pertaining to the hiring of the teachers. They are:

1. *Employment of qualified teachers.* The board may hire only legally qualified teachers. A contract with a teacher not possessing legal qualifications is not valid.
2. *Contracts in writing.* All contracts with teachers must be in writing and signed by a majority of the board, or by the president and secretary, or the superintendent of schools when so directed at a meeting of the board.
3. *Wage specified.* The contract must state the teacher's wage agreed upon.
4. *Keeping records a part of contract.* The contract must require the teacher to keep the necessary school records and to file these records with the county school commissioner at the end of the year, a duplicate copy being filed with the school board.
5. *Teacher's oath required.* At the time of the signing of the contract or any renewal, each teacher must make the following oath:

"I do solemnly swear (or affirm) that I will support the constitution of the United States of America and the constitution of the state of Michigan, and that I will faithfully discharge the duties of the office of teacher according to the best of my ability."

This oath must be made a part of the teacher's contract and must be signed by the teacher. A teacher's contract without such an oath is not valid.

6. *Recording a certificate.* Before the certificate of a teacher is valid, it must be recorded with the commissioner of schools in the county in which the teacher is to teach.
7. *Teacher's retirement fund.* The board is responsible for deducting from each installment of the teacher's salary, the pro rata amount due from such teacher to the retirement fund and forwarding the sum to the Secretary of the Retirement Fund, Lansing, Michigan.

Mandatory duties of the school board. The school board has certain other duties, some of which are mandatory. Among the mandatory duties are the following:

1. *Levying the school tax.* The board must estimate and vote such taxes as may be necessary for all school purposes. Such school purposes shall include school furnishings and all appurtenances, the care of school property, such alterations as shall be necessary to place the schoolhouse in a safe and sanitary condition, the teachers' and employes' wages, water supply, record books and blanks, and all apparatus, equipment, and materials which may be necessary in order that the schools may be properly managed and maintained.
2. *School district libraries.* The board of education of any school district in which a library has been established must use library money for no other purpose than to purchase library books. Such books must be chosen from the approved list compiled by the Superintendent of Public Instruction and the State Librarian.
3. *Care of school building.* The district board is responsible for the care and custody of the schoolhouse and shall provide a water supply for the pupils.
4. *Displaying the flag.* The board must furnish a United States flag not less than eight feet long and four feet two inches wide, with flagstaff appliances. The board is required also to see that this flag is properly displayed during school hours.

Permissive powers of the school board. Certain permissive powers are also delegated to the school board such as:

1. *Food for undernourished children.* The board may furnish food for undernourished pupils who are being cared for in open-air schools.

2. *Textbooks for indigents.* The board may purchase textbooks for children whose parents are unable to furnish such texts.
3. *Free textbooks.* The board is required to provide free textbooks for all the resident pupils when a majority of the qualified school electors at a special or annual meeting vote to furnish free textbooks.

Compensation of the school officer. The compensation of the school officer is provided for in accordance with the following:

1. *Salary.* The salary of the school officer is fixed by the regular voters of the district at the annual meeting in township or rural agricultural districts and at an annual or special meeting in a primary or graded district.
2. *Expenses of board members.* The actual and necessary expenses incurred by a school officer when outside of a school district on school duties which have been authorized by a school board may be paid by the board.
3. *No additional compensation.* The school officer cannot be paid compensation in addition to his salary for any services which he renders the school district. Under the school law it is illegal for a school board member to perform any labor for the district other than his duties as an officer, to furnish any material or supplies for the school district or to be personally interested directly or indirectly in any contract in the district in which he holds office.

Compulsory school attendance. Children between the ages of 7 and 16 years are required to attend the public schools.

1. *Exemption from public school attendance:*
 - a. Child attending a private, parochial, or denominational school which meets definite statutory requirements.
 - b. Child holding eighth grade diploma from a public school or from a private, parochial, or denominational school in a school district which does not maintain a high school.
 - c. Child holding an eighth grade diploma in a district which maintains more than eight grades in order to be exempt from school attendance must:
 - (1) hold a working permit and be regularly employed at some lawful work, or
 - (2) be employed at some work for which a labor permit is not required. Such child must hold an excuse granted for this work by the county

commissioner of schools, or by the superintendent of schools.

- d. Child over 14 years of age who has completed the sixth grade may be excused from school attendance by the county commissioner of schools or by the superintendent of schools on the recommendation of the board of education of the school district if:
 - (1) child is physically or mentally unable to pursue the school work, or
 - (2) child's services are essential to the support of himself or his parents.
 - e. Child who is physically unable to attend school. Attendance officer may secure a written certification of this fact from a physician.
 - f. Child under 9 years of age whose parents live more than $2\frac{1}{2}$ miles by the nearest traveled road from a public school, in a district in which transportation is not provided.
 - g. Child who is regularly employed as a page or messenger in the legislature while in session.
 - h. Child between ages of 12 and 14 in attendance at confirmation classes.
2. *Part-time School attendance.* Continuation schools or classes must be established in school districts with a population of 5,000 or more and having 50 or more children eligible for attendance at such classes. Part-time Schools may be established in other districts. Instruction must be offered at least eight hours a week.
 3. *Compulsory attendance at Part-time Schools.* Required of unmarried minors under 17 who have ceased to attend all-day school, and who have not completed two years of a four-year high school course.
 4. *Exemptions from attendance at Part-time School:*
 - a. Child physically unable to attend classes
 - b. Child mentally unable to pursue courses offered
 - c. Child who would be deprived of wages essential to support of himself or his family
 5. *Penalties for non-attendance at Part-time School:*
 - a. Superintendent of schools may revoke working permit of any minor who fails to attend Part-time Schools.
 - b. Employer shall discharge a minor failing to attend Part-time Schools. Superintendent of schools is re-

quired to give employer written notice of such non-attendance.

- c. Methods provided in school code for compelling public school attendance apply also to attendance in Part-time Schools.
6. *Working Permits of minors who are required to attend Part-time Schools.*

Requirements for working permits of minors subject to attendance in Part-time Schools are the same as are provided by law for minor under 16 years of age.

II. Legal Provisions Affecting the School Electors

Annual meetings. The annual school meeting in a primary, graded, township or rural agricultural school district must be held the second Monday in July. While the greater number of districts meet in July, a school district may hold its annual meeting the second Monday in June if the date is decided upon by resolution of the school board three months prior to the second Monday in June. The following order of business is suggested as a method for the board to follow in conducting an annual meeting:

1. The moderator or president calls the meeting to order at the time specified in the notice.
2. The director or secretary reads the minutes of the last annual meeting and all special meetings of the school district during the year.
3. The director or secretary reads his financial and statistical report.
4. The treasurer reads his financial report.
5. The election of school officers should follow. This election must be by ballot.
6. The salary of the school officer newly elected or re-elected for a full term should be fixed by a vote of the voters of the district. School board members elected to fill vacancies will assume the salaries previously fixed for their predecessors.
7. The fixing of the length of the school term should be presented to the voters. (The school term shall not be less than 9 months in all districts having assessed valuations of \$75,000 or over.)
8. The designating of a depository for the school district money should be placed before the voters.
9. If high schools are charging tuition above \$65.00 for the rural children attending their high school, and if the parents have petitioned the board of the rural district to present to the people the question of voting on the question of pay-

ing the excess tuition above \$65.00 which the state pays, then this item should come before the people at the annual meeting.

10. Other items of business may come before the annual meeting if these items have been called for in the notice of the annual meeting.
11. A description of the items to be presented to the electors at the annual meeting should be included in the notice of of the meeting.

Special meetings. There are two methods by which a meeting of the electors of a school district may be called:

1. The board may, on its own motion, call a special meeting of the electors of the district for the purpose of transacting business which may be lawfully voted upon by them.
2. Upon the written request of not less than five legal voters of the district the board is required to call a special meeting.

The business to be transacted at a special meeting must be stated in the notice of the meeting.

Discontinuing school in a school district. The legal voters of a school district may vote to discontinue school in the district for the coming year or for the remainder of the current year. They may also vote to discontinue certain grades within the district. At such an election the voters may specify to which school or schools the children are to be sent or they may leave this decision to the board.

After the electors have taken this action the school law requires the board to pay the tuition and the transportation of the resident children to the other designated school districts.

CHAPTER X

General School Laws, Revision of 1936

The school district system. The State Constitution has placed complete authority and control of the public schools in the legislature. Article II, Section 9 of the Constitution reads in part:

“The legislature shall continue a system of primary schools, whereby every school district in the state shall provide for the education of its pupils without charge for tuition; . . .”

The legislature, acting on this constitutional authority, has from time to time established various kinds of school districts in the state. The following seven types are authorized: primary districts, graded districts, township districts, rural agricultural districts, and first, second, and third class districts.*

The legislature has enacted laws granting definite powers to these school districts and imposing duties upon them in order to insure the education of the resident pupils. School districts and school boards have only those powers and privileges which the legislature has granted them. A school officer should clearly understand that the school district or the school board can act only in such matters or in such manner as the school laws expressly indicate.

School Code. Most of the school laws will be found in Act 319 of the Public Acts of 1927, commonly known as the School Code. For the convenience of the public generally and of school officers, the Secretary of State publishes the laws of Michigan relating to schools in a pamphlet entitled “General School Laws”. This compilation is revised from time to time in order to incorporate the changes made during each succeeding session of the legislature. Copies of the General School Laws may be obtained from the county school commissioner or from the Department of Public Instruction.

Use of the General School Laws, Revision of 1936. This revision of school laws contains the constitutional provisions relating expressly to education, the School Code, and other miscellaneous statutes relating to schools.

*There are in the state a number of school districts which were created by special acts of the legislature. Since the Revision of the Constitution in 1908, however, school districts can no longer be created by special act but must conform to one of the types listed above.

The School Code is divided into two parts: Part I, "Classification, Formation and Organization of School Districts", and Part II, "General School Law".

Part I includes a separate chapter covering the express duties and privileges of each of the types of school districts organized in the state. Part II consists of thirty-seven chapters, the provisions of which apply to all types of school districts.

To determine the school law affecting his district, the school officer will first refer to the particular chapter of Part I to which the district properly belongs and then to Part II of the School Code. The provisions of Part II will affect his district except as to matters which are specifically stated in the chapter of Part I to which the district belongs. For example: A primary district finds it necessary to call a special meeting of the school electors. These questions arise: How may the meeting be called? How many days' notice is required? Those seeking information should refer to Part I of the General School Laws and review Chapter 2 on the Primary School District. The calling of special elections is not mentioned in Chapter 2 of Part I. Reference should then be made to Part II of the School Code, Chapter 2, Section 259, where the information sought will be found. In the same primary school district another question arises concerning the discontinuance of school. In this case the answer to the problem is found in Part I, Chapter 2, Section 28 of the General School Laws and no reference to Part II need be made.

APPENDIX

Bibliography of Books and Pamphlets Available from the Department of Public Instruction School Board Counseling Division

Procedures for Changing Boundary Lines of School Districts

Annexation of a Primary District to a Township District. Mimeographed, 2pp. 1936.

Annexation of Adjoining Primary District to Rural Agricultural District. Mimeographed, 2pp., October, 1936.

Annexation of Primary District to a Graded District. Mimeographed, 2pp., October, 1936.

Consolidation of Two Primary Districts. Mimeographed, 1p., October, 1936.

Detaching Property from a Graded District and Attaching Such Property to a Primary District. Mimeographed, 1p., October, 1936.

Detaching Property from One Primary District and Attaching Such Property to Another Primary District. Mimeographed, 1p., October, 1936.

Disbanding a Primary School District. Mimeographed, 1p., October, 1936.

Setting Over Property from a Primary into a Graded District. Mimeographed, 1p., October, 1936.

Setting Over Property from a Primary District into a Rural Agricultural District. Mimeographed, 1p., October, 1936.

Additional Information Prepared for Distribution to School Officers

Ballot for Increasing the Fifteen Mill Limitation Amendment Within School District. Mimeographed sheet, 1936, Division of School Board Counseling.

Cases of Incompatibility Between Township Officers and Members of a School Board or the Board of Education of a School District Located Within the Township. Mimeographed sheet, 1936, Division of School Board Counseling.

Compulsory School Attendance Laws. Mimeographed sheet, 1936, Division of School Board Counseling, 2pp.

Laws Regarding Working Permits. Mimeographed pamphlet, 1936, Division of School Board Counseling, 2pp.

Methods of Transportation of School Children Practiced by School Districts in the State of Michigan; Legal Status of Each Method. Mimeographed pamphlet, 1936, Division of School Board Counseling, 5pp.

Procedure for Organizing a Rural Agricultural School District. Mimeographed pamphlet, 1936, Division of School Board Counseling, 26pp.

Procedure for Forming a Township School District. Mimeographed pamphlet, 1936, Division of School Board Counseling, 11pp.

Procedure for the Issuance of Bonds by Primary, Graded, and Rural Agricultural School Districts. Mimeographed pamphlet, 1936, Division of School Board Counseling, 25pp.

Recall Election Instructions. Mimeographed pamphlet, 1936, Division of School Board Counseling, 14pp.

Qualifications of Persons to Vote at School Elections. Mimeographed sheet, 1936, Division of School Board Counseling.

Finance Division

Mimeographed Material Prepared by the Department of Public Instruction

Michigan Public School Expenditures. 1932-33. 15pp. 1933-34. 15pp. 1934-35. 15pp.

Schedule for Computing State Aid. 1936. 1p.

School Aid Act Becomes Law (Questions and Answers on State Aid Act.) 1935. 5pp.

Instruction Division

A. Vocational Education

1. Rural Agricultural Schools

Mimeographed Bulletins Prepared by Department of Public Instruction

A Study of the Growth of Rural Agricultural Schools in Michigan for 1919-1935. 1935. 13pp.

Facts Concerning Rural Agricultural Schools for 1934-35. 1934. 8pp.

List of Rural Agricultural Schools for 1935-36. 1935. 4pp.

Salary Study of Rural Agricultural Schools. 1935-36. 1935. 5pp.

2. Bulletins Published by the State Board of Control for Vocational Education

200 *Directory of Vocational Schools*, annual. 1936-7. 11pp.

201 *Michigan Plan for Vocational Education.* 1932. 79pp.

209 *Annual Report, Nineteenth.* 1936. 53pp.

212 *The Part-time School as a Means of Social Adjustment.* 1928. 19pp.

215 *Electrical Applications.* 1922. 4pp.

216 *Building Construction.* 1922. 4pp.

217 *Elementary Auto Mechanics.* 1923. 8pp.

218 *Elementary Woodwork.* 1927. 8pp.

220 *Mechanical Drawing.* 1926. 4pp.

221 *Hints and Helps for Part-time Teaching.* 1925. 26pp.

222 *Women Workers of Michigan.* 1926. 76pp.

223 *Strengthening a Nation. Brief Course in Social Science for Part-time Schools.* 1928. 23pp.

223A *Strengthening a Nation. Teacher's Manual.* 1928. 21pp.

224 *Elementary Electrical Construction.* 1930. 22pp.

225 *Handbook for Home Economics in Part-time Schools.* 1931. 95pp.

226 *Safety Education in School Shop.* 1931. 10pp.

226A *Accident Prevention Test.* 1931. 7pp.

228 *A School Shop Safety Program.* 1934. 22pp.

229 *Guides for Home Projects.* 1936. 29pp.

230 *Regulations Concerning Certification of Industrial Teachers.* 1936. 24pp.

231 *Apprentice Training Program in Diversified Occupations.* 1936. 21pp.

232 *Information Regarding Evening Vocational Training Courses in Trades and Industries.* 1936. 8pp.

233 *Monograph on Shopwork for Rural High Schools.* 1936. 31pp.

B. Elementary Education

Alcohol and Narcotics. Department of Public Instruction No. 302. Printed. 1936. 58pp.

Education for Safety. Department of Public Instruction No. 303. 1936. 84pp.

Instructional Guide for Elementary Schools. Department of Public Instruction. No. 301. Printed. 1936. 164pp.

C. High School Relations

High School Manual and Course of Study. Department of Public Instruction. No. 12. 1928. 172pp.

High School Courses in American Government. Department of Public Instruction. D-I No. 2. Mimeographed. 1936. 7 pp.

Standards for High Schools Accredited by the University of Michigan. (Reprint from 1936 Annual Report of the University Bureau of Cooperation). Published by and distributed by The University of Michigan, 1936. 6pp.

Standards for High Schools Approved by Superintendent of Public Instruction for Tuition Purposes. Department of Public Instruction. No. 501. 1936.

Teacher Training and Certification Division

Bulletins Published by the Department of Public Instruction.

College Life Certificate. No. 1, Multigraphed. 1936. 3pp.

County Institutes. Multigraphed. 1936. 4pp.

English Composition (County Normal Course of Study). Multigraphed. 9pp.

Introductory Science (County Normal Course of Study). Multigraphed. 24pp.

Literature for Children (County Normal Course of Study). Multigraphed. 20pp.

Principles of Geography (County Normal Course of Study). Multigraphed. 11pp.

Renewal Certificates and Limited Certificates. No. 5. Multigraphed. 1936. 3pp.

Teachers' Certification Code. No. 601. Printed. 1936. 26pp.

State Limited Music Certificate and Renewal. No. 7. Multigraphed. 1936. 2pp.

School Plant Division

Janitor Service and Care of the School Plant. Department of Public Instruction. No. 19. 1928. 10pp.

Plans and Specifications of One-room and Two-room Schools. Department of Public Instruction. Prepared to supplement No. 54.

Procedure for the Issuance of Bonds by Primary, Graded, Rural Agricultural and Township School Districts. Department of Public Instruction. 1936, 25pp.

Rural Schoolhouses, Building Plans, Requirements and Suggestions. Department of Public Instruction. No. 54, 1923, 90pp.
School Buildings, Equipment, and Grounds, for City, Graded, and Rural Agricultural School Districts. Department of Public Instruction. No. 52. 1922. 247pp.

Sewage Disposal for Single Houses and Small Institutions. Engineering Bulletin No. 2. 1935. 16pp.

Well Water Supplies for Homes. State Department of Health. Engineering Bulletin No. 14. 1935. 18pp.

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Blanks and Forms Pertaining to Athletic Eligibility. Published by Department of Public Instruction.

Digest of Athletic Eligibility and Administration Cases. Michigan High School Athletic Association. M.H.S.A.A. 108pp.

Handbook of Michigan High School Athletic Association. Department of Public Instruction. Published by Department. 1936. 61pp.

Monthly Bulletin (Distributed from September to May inclusive). Michigan High School Athletic Association. M.H.S.A.A. 24-32pp.

Child Accounting Division

Child Accounting Forms—*Census Forms, 7; Forms Used by Local Child Accounting Departments, 29; and Forms for Administering the State Aid School Law, 7.*

Michigan State System of Uniform Accounting. Department of Public Instruction. No. 80. Printed. 1931. 28pp.

Supplement to Bulletin No. 80. Mimeographed. 1936. 2pp.

Curriculum Research Division

A. Bulletins Available for Distribution

1. *Alcohol and Narcotics.* Bull. No. 302, 1936. 58 pages.
2. *Book Lists for Primary and Graded School Districts.* Bull. No. A-3, 1934. 4 pages.
3. *Character Outcomes of Education: A Guide to Reading.* Bull. No. A-1, 1934. 4 pages.
4. *College Curriculum Based on Functional Needs of Students, A.** 1936. 162 pages.
5. *Curriculum Construction in Demonstration-Research Centers.* 1936. 6 pages, mimeographed.

*This volume published for the division by the University of Chicago Press.

6. *Developing a Schedule of Behavior Records for Use in Elementary and Secondary Schools.* 1935. 17 pages, mimeographed.
7. *Education for Safety.* Bull. No. 303, 1936. 84 pages.
8. *Effects of Alcohol and Narcotics: A List of Reliable References for School Use,* Bull. No. A-2, 1934. 4 pages.
9. *Exploring Michigan's Resources in the Junior High School Classroom.*** 1934. 18 pages.
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12. *Program of Evaluation Activities.* Bull. No. 56C, 1936. 12 pages, mimeographed.
13. *Program of Demonstration and Research, A.* Reprint, 1935. 12 pages.
14. *Reorganization of a Teachers College Program.* 1936, 6 pages, mimeographed.
15. *Three Boys Go Camping.*** 1934. 57 pages.

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2. *Biology Vocabulary Form II.* Bull. No. 89C, 1936. 4 pages, mimeographed.
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6. *Daily Report of Reading.* 1936. 1 page.
7. *Information Test on Persistent Social Problems.* Bull. No. 51C, 1936. 11 pages, mimeographed.
8. *Inventory Test of Fundamental Processes in Arithmetic.* Bull. 91C. 1936. 8 pages, mimeographed.
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10. *Problems in the Formation of Public Opinion.* Bull. No. 86C, 1936. 8 pages, mimeographed.
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**Prepared jointly by the Department of Conservation and the Department of Public Instruction.

12. *Profile Chart for Individual Diagnosis.* 1936. 4 page folder.
13. *Reading and Construction of Tables and Graphs, Form I.* Bull. No. 75C, 1936. 8 pages.
14. *Reading and Construction of Tables and Graphs, Form II.* Bull. No. 76C, 1936. 8 pages.
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